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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** 5 Reduce metal consumption (Ben) | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**   * Identifies the different materials of which objects are made. * Identifies whether and how different materials’ use may be reduced * Line of Inquiry: **An inquiry into how to minimize the adverse effects of waste on the earth by reducing consumption**. | | | | | | **Skills:**  Informed choices | | | | | |
| **Materials:**  **Unit notebooks** | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 30** | | | **Time: 45 mins** | | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening: 10 mins**  Remind the children which material we have been working on this week (metal), and some of the everyday objects which are made of it. You may need to point out that many objects are made of more than one material so, for example, although the laptop has a lot of plastic on the outside, it also contains a lot of metal.  Have a discussion on why consumption of metal is harmful for the environment (tearing up large amounts of land to extract it, using energy to produce it). Talk about how if we reduce our consumption of metals, we can reduce this negative impact on the environment. | | | | | | | | | | | |
| **Main Activity: 25 mins**  The children create a T-chart with, on the left hand side: objects made of (or partly made of) metal, on the right hand side: how to reduce their consumption. | | | | | | | | | | | |
| **Tier 1:**  These children should give clear, logical ways to reduce consumption of metal which don’t have an alternative negative impact e.g. Instead of using lots of cans of soda, use one big bottle / Take better care of phones and computers so that you don’t need to replace them / Only replace these things when they are broken, not just because you want another one. These children should focus their ideas on objects which are really linked to consumption (e.g. fashionable phones which are changed very often) rather than more long-lasting uses of a material (e.g. most furniture). | | | | | | | | | | | |
| **Tier 2:**  These children should suggest reasonable ways to reduce metal consumption although they may involve consumption of other materials e.g. Don’t use cans of soda, use small bottles instead / Use wooden chairs instead of metal ones. Some of their ideas may relate to objects which aren’t so clearly associated with consumption. | | | | | | | | | | | |
| **Tier 3:**  These children may need help to identify objects which contain metal, and to think of how their consumption can be reduced. | | | | | | | | | | | |
| **Closing: 10 mins**  Ask the children to share some of their ideas about reducing metal consumption, ask how possible / easy they think they are to do, and if the children think they will do them. Again discuss what we hope to achieve by reducing metal consumption, how this will affect the environment. | | | | | | | | | | | |